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IDENTIFIERS *Broward County Public Schools FL

ABSTRACT

One hundred recommendations adopted by the school board of Broward County (Florida) for improving district schools are presented in this report. Amended from a list of 105 suggestions proposed by a 150-member commission of appointed district citizens, these recommendations fall into seven areas: school curricular program and instruction, instructional support services, governance, personnel, facilities, finance and administrative services, and community resources. (PGD)

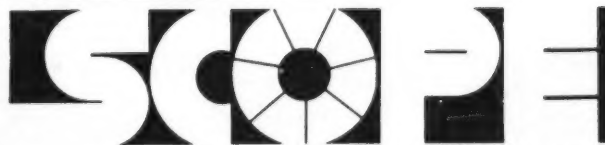
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Plan For Excellence

Final Recommendations As
Amended and Approved By
The School Board Of
Broward County, Florida



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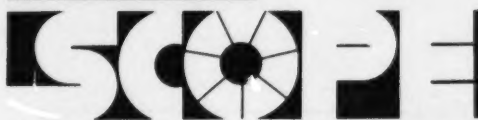
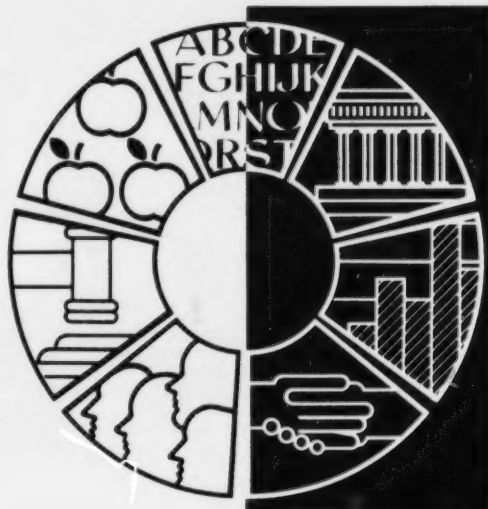
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SUPERINTENDENT'S COMMISSION ON PUBLIC EDUCATION

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August 13, 1981

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Introduction

One hundred recommendations of the Superintendent's Commission on Public Education, formally adopted by the School Board of Broward County, Florida, on August 13, 1981, are presented in this document as an addendum to the SCOPE report, **Plan for Excellence: A Citizens' Report and Recommendations for the Broward County School System**. The adoption of recommendations followed a series of workshops and meetings that provided opportunities for clarification, added input, and amendment to the original report.

The series of workshops and meetings began on May 13 with the initial public release of SCOPE's fifty-page blueprint for the school district's comprehensive plan for the five-year period commencing 1981-82. The presentation of the report by Orville P. Brink, Chairman of the SCOPE Steering Committee, took place at a breakfast at the Marriott Hotel and Marina. Most of the 150 SCOPE members, School Board members, legislators, Chamber of Commerce representatives, representatives of the news media, parent association and advisory committee members, School System administrators, teachers, and other county leaders were in attendance.

On June 24, 1981, members of the Steering Committee of the Superintendent's Commission on Public Education and the chairpersons of its seven Task Forces met with School Board members and school, area, and district administrators at Stouffer's Anacapri Inn in Fort Lauderdale in a follow-up workshop designed to clarify SCOPE's recommendations for improvement of the school system. At twenty-minute intervals, Board members and administrators moved from one station to another to discuss key recommendations with the community leaders who had developed them.

Finally, the recommendations were discussed in depth by the School Board at a special conference session on August 11, 1981. At that time, members proposed amendments which were brought back for official consideration and action at a special Board meeting on August 13.

The final SCOPE recommendations as amended and adopted by the School Board of Broward County, Florida, are set forth in the following pages.



Section I

School Curricular Program and Instruction

CURRICULUM AND INSTRUCTION K-12

☐ **RECOMMENDATION NO. 1:** The monitoring of basic skills through the pupil progression plan provides an excellent starting point for accountability, but educational objectives should not be limited to this. The addition of science and social studies is necessary; art, music, and physical education should be integral components of the educational experience for elementary students with system-wide required competencies. Other subjects at the secondary level should also become competency-based in order to expand the accountability concept.

☐ **RECOMMENDATION NO. 2:** The foreign language program should be expanded significantly, including the introduction of Spanish and French at the elementary level, instruction at the middle school level to begin to prepare students to function within a bilingual community, and, at the high school level, making at least two years of foreign language strongly recommended and available to all students prior to graduation.

☐ **RECOMMENDATION NO. 3:** High priority should be placed on implementing the primary education program (PREP), including a reduction in class size in K-3 and assuring that school-based primary specialists have the competencies necessary to fulfill their intended roles.

☐ **RECOMMENDATION NO. 4:** An affective curriculum in K-12 should be developed and implemented with a strong emphasis at the middle school level. The middle school curriculum should be more guidance oriented with emphasis on both the student and the parents in order to provide direction for the student and to develop decision-making skills, career awareness, and a general understanding of self and others.

☐ **RECOMMENDATION NO. 5:** The high school curriculum should be consistent system-wide, be designed to develop student competencies related to adult goals, and set forth stringent course requirements to enable students to achieve such goals.

☐ **RECOMMENDATION NO. 6:** The "Executive High School Internship Program" should be developed and implemented with the cooperation of the business community.

☐ **RECOMMENDATION NO. 7:** A strong alternative program stressing firm but flexible discipline should be supported with a goal of returning students to the regular classroom.

☐ **RECOMMENDATION NO. 8:** Health and drug education should be started at the elementary level with a strong emphasis at the middle school level.

☐ **RECOMMENDATION NO. 9:** High school magnet programs provide curriculum opportunities of high quality and should be expanded over the next five years. The System should conduct a public awareness program aimed at students, parents, and the community concerning all magnet schools in the county.

VOCATIONAL, TECHNICAL AND ADULT EDUCATION

☐ **RECOMMENDATION NO. 10:** State and local policies regarding the mission and role of area vocational-technical centers should be changed to place greater emphasis on serving secondary students.

☐ **RECOMMENDATION NO. 11:** All forms of industrial and vocational cooperative education should be expanded and a program explored for possible adoption of two-week alternation between shop and basic education classrooms and between high schools and co-op employers.

☐ **RECOMMENDATION NO. 12:** Expanded vocational opportunities should be offered to ninth and tenth grade students.

☐ **RECOMMENDATION NO. 13:** The working relationships between the vocational and adult education supervisors and high school principals should be improved and a systematic procedure should be developed for establishing adult programs in the schools based on community needs.

☐ **RECOMMENDATION NO. 14:** Prevocational programs in health occupations and business and office education should be offered in all middle schools and programs in fundamentals of health occupations and health service occupations offered in all high schools.

EXCEPTIONAL STUDENT EDUCATION

☐ **RECOMMENDATION NO. 15:** The curriculum for Exceptional Student Education programs in all areas, including Gifted, should be strengthened to ensure that the special needs of students are met and that students have the opportunity to participate to the fullest extent possible in basic, Pre-vocational, and Vocational-Technical Education programs.



Section II

Instructional Support Services

GUIDANCE AND COUNSELING

☐ **RECOMMENDATION NO. 16:** Guidance and counseling services to students in K-12 should be expanded. Clerical and administrative duties should be removed from counselors, and student to counselor ratios should be reduced. Alternatives to increasing staff should be explored by developing programs which use parents, students (peer counseling), retired volunteers, and/or community resource people. A priority for expanded service should be at the middle schools.

☐ **RECOMMENDATION NO. 17:** A more effective plan should be developed for the use of school psychologists, guidance counselors, and other student services personnel.

☐ **RECOMMENDATION NO. 18:** Working hours should be more flexible for school personnel, especially guidance counselors, to encourage parents to confer with school staff during late afternoons, evenings, and/or weekends.

☐ **RECOMMENDATION NO. 19:** Articulation between elementary, middle, and high schools should be strengthened.

☐ **RECOMMENDATION NO. 20:** The present placement and follow-up system for high school graduates should be improved so that it can have an impact on program planning and curriculum development.

INSERVICE TRAINING

☐ **RECOMMENDATION NO. 21:** Inservice training of teachers and administrators should be improved and extended in many areas, especially: Pupil Progression Plan; child growth and development (including academic, physical, and emotional needs); classroom technology particularly relating to management and tracking of instruction; human resource management; curriculum methods; continuity and accountability of curriculum; classroom management; multi-cultural student needs; and peer pressure and personal stress.

☐ **RECOMMENDATION NO. 22:** Teacher Education Center (T.E.C.) membership should be representative of the elementary, middle, and high schools and post-secondary institutions.

☐ **RECOMMENDATION NO. 23:** Two to five pre-school inservice days should be provided. Alternatives to the mandated inservice days, such as instructional television and approved school-based activities, should be developed with increased input from teachers.

☐ **RECOMMENDATION NO. 24:** Assessment and evaluation of inservice needs and activities should be strengthened through the Curriculum Council/T.E.C. network.

☐ **RECOMMENDATION NO. 25:** All inservice functions should be coordinated within one department.

LEARNING RESOURCES

☐ **RECOMMENDATION NO. 26:** Instructional Television (ITV) should be used to improve the foreign language curriculum. Videotapes in foreign languages should be developed for use at all grade levels.

☐ **RECOMMENDATION NO. 27:** ITV programming should be expanded to provide inservice, Vocational, Technical and Adult Education, and other forms of educational programming during afternoon and evening hours. This should include using cable TV companies to reach students and parents at home.

☐ **RECOMMENDATION NO. 28:** More time should be made available for individual students to use school libraries.



Section III

Governance

RELATIONSHIP BETWEEN THE BOARD AND STAFF

☐ **RECOMMENDATION NO. 29:** The primary responsibility of the Board should be to establish policies based upon the recommendations of the Superintendent. It should further:

- A. Adopt a long-term (5-10 year) and a short-term (1-3 year) planning strategy;
- B. Evaluate systematically operations of the School System;
- C. Adopt annual budgets in a timely manner;
- D. Review the budget monthly against actual operations;
- E. Select a well qualified Superintendent of Schools, an auditor, and a general counsel;
- F. Approve contracts as required by statutes and regulations.

☐ **RECOMMENDATION NO. 30:** The following administrative responsibilities should be carried out by the Superintendent of Schools:

- A. Develop long- and short-term plans for Board review and approval, which includes a process for evaluating the implementation of those plans;
- B. Implement and interpret approved Board policies;
- C. Develop job descriptions and job performance standards for all school personnel;
- D. Develop a staff assessment program, which includes a short- and long-term evaluation design related to System goals;
- E. Develop and recommend budgets to the Board and implement them as approved;

- F. Develop operational plans including specific goals and objectives;
- G. Administer contracts between the Board and bargaining units;
- H. Review continuously and improve the System's organizational plan;
- I. Use and manage System facilities and equipment in an efficient and effective manner.

☐ **RECOMMENDATION NO. 31:** An effective orientation program should be developed and subsequently should be completed by elected or appointed Board members.

☐ **RECOMMENDATION NO. 32:** The principal's primary responsibility should be to achieve excellence in the schools. Emphasis should be placed on: motivating students and the community; concentrating upon effective teaching activities; achieving specific goals required by the accountability system; effectively and efficiently administering the System's curriculum; monitoring teacher performance; and selecting, monitoring, improving, or dismissing staff. To emphasize the principal's role as educational leader, fixed aspects of business management and budgeting should be centralized to a greater degree.

☐ **RECOMMENDATION NO. 33:** The "Student Conduct and Discipline Code" should be more aggressively enforced by System personnel.

ORGANIZATIONAL PHILOSOPHY AND STRUCTURE OF THE SCHOOL BOARD

☐ **RECOMMENDATION NO. 34:** The System's organization chart should be revised to correspond on a functional basis to a management structure emphasizing school-based management.

☐ **RECOMMENDATION NO. 35:** The Board should concentrate on policy matters and not operational matters. The Superintendent should be held more accountable for management of the System.

MANAGEMENT/EMPLOYEE RELATIONS

☐ **RECOMMENDATION NO. 36:** The contract between the Board and the teacher bargaining unit should cover a minimum of three years.

☐ **RECOMMENDATION NO. 37:** The System should seek greater flexibility in the determination of class size.

☐ **RECOMMENDATION NO. 38:** The System should explore the feasibility of a pilot program for teacher incentives to be undertaken during the next twenty-four months, including financial incentives for teachers whose students meet or exceed educational expectations and incentives for teachers who work in schools with special problems.

RELATIONSHIP BETWEEN THE SCHOOL BOARD AND OTHER GOVERNMENTAL UNITS

☐ **RECOMMENDATION NO. 39:** A review committee should be created by the Board to identify regulatory, constitutional, and statutory provisions which unnecessarily restrict the authority and ability of the local Board to carry out its functions. Where such restrictions are identified, the committee should develop a plan to eliminate or minimize such restrictions within three years.

☐ **RECOMMENDATION NO. 40:** A "fair share" of Federal and State funding should be determined by the Superintendent, and a plan should be developed to accomplish that goal within three years. Special funding for energy conservation and additional inservice training should be aggressively pursued.

A well-managed continuing lobbying effort in Tallahassee and Washington, D.C. should be initiated, including concentrated effort by the Board and staff to work with the local legislative delegation and congressional leaders.

Legislative action to continue the two-mill local option should be pursued.

☐ **RECOMMENDATION NO. 41:** A plan should be developed by the Board for greater cooperation with other local governmental agencies. Local fire departments should be authorized to make unannounced fire inspections, and the County Health Department should be authorized to inspect all school premises on a regular basis.



Section IV

Personnel

CAREER DEVELOPMENT

☐ **RECOMMENDATION NO. 42:** A survey of management personnel should be conducted to identify their training and development needs.

☐ **RECOMMENDATION NO. 43:** Administrative and supervisory training should be structured to include orientation and staff development for administrators in management techniques, organizational planning and budgeting, interpersonal relations, curriculum content, evaluation procedures, human resource management, and teacher competency development.

☐ **RECOMMENDATION NO. 44:** Career ladders for employees should be formalized in a progression chart showing "normal" patterns for advancement. Guidelines/summaries of qualifications and/or training necessary to progress along the various career paths should be made available to all employees.

☐ **RECOMMENDATION NO. 45:** A mentor program should be adopted to provide employees an opportunity to work with experienced, senior teachers or administrators for guidance and counseling in career development.

☐ **RECOMMENDATION NO. 46:** An assessment center should be established for selecting employees to fill key management positions.

☐ **RECOMMENDATION NO. 47:** A "Staff Development Academy" should be established to achieve professional excellence.

RECRUITMENT, APPOINTMENT, AND REAPPOINTMENT OF PERSONNEL

☐ **RECOMMENDATION NO. 48:** Policy decisions which affect recruitment should be made at least one year in advance of implementation.

☐ **RECOMMENDATION NO. 49:** The Personnel Department should be authorized to recruit a pool of teachers to meet 90 percent of the System's needs in all teaching fields. Instructional planning should be timely to permit determining school needs for annual contract teachers no later than April 1 of each year.

☐ **RECOMMENDATION NO. 50:** Custodial applicants, prior to their employment, should be screened by System personnel. The applicants then should be trained by System personnel and required to pass a test of general maintenance skills and knowledge.

☐ **RECOMMENDATION NO. 51:** Job descriptions and standards for on-site security personnel should be developed by the Department of Internal Affairs which would also screen, train, and assist in monitoring their performance.

EVALUATION PROCESS

☐ **RECOMMENDATION NO. 52:** Evaluation of all personnel should be structured to measure performance in relation to objective standards. Follow-up on poor performance evaluations should be expedited to insure a high level of professionalism among all personnel.

☐ **RECOMMENDATION NO. 53:** Legislative action to provide for re-examination of tenure on a seven-year cycle should be pursued.

SICK LEAVE, PERSONAL DAYS, AND LEAVE OF ABSENCE POLICIES

☐ **RECOMMENDATION NO. 54:** Prior approval should be required for personal days and leaves for extended absences of thirty (30) or more consecutive work days. Incentives should be provided for teachers not to use sick and personal days. Policies and practices regarding teachers' annual leave should require them to sign or reject their contracts for the coming year by March 1.

TERMINATION AND EXIT INTERVIEWS

- ☐ **RECOMMENDATION NO. 55:** Standardized exit interviews should be conducted for all employees.

STAFFING

- ☐ **RECOMMENDATION NO. 56:** Adequacy of current staffing in the following areas should be studied:

- A. Administration and supervision of the Adult and Community Education program;
 - B. Supervision of the Vocational-Technical Education areas of health occupations and home economics;
 - C. Clerical assistance for elementary school libraries;
 - D. Repair services for audio-visual equipment;
 - E. Professional media development services for the centralized media production center;
 - F. School level coordination of curriculum K-12;
 - G. School level coordination and supervision of Vocational-Technical curriculum 9-12;
 - H. Professional coordination for the sale of all vacant property designed by the System including the buildings currently being used for administrative purposes;
 - I. Management of the System's energy program to provide cost efficient procedures for handling the use of electrical power;
 - J. Coordination of preventive programs in substance abuse;
 - K. Supervision of traffic safety;
 - L. Coordination of lobbying efforts;
 - M. Technical assistance in development of productivity and job standards in all appropriate noninstructional areas;
 - N. School level custodial services commensurate with the size, shape, and condition of the facilities;
 - O. Custodial services to provide County-level back-up for the regular maintenance program.
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Section V

Facilities

CORE CONCEPT

☐ **RECOMMENDATION NO. 57:** A "core" concept of school construction should be adopted whereby the administration and support service sections of a school can be built first as the school's "core" (for example, offices, bathrooms, cafetorium, and P.E. and custodial space). Well-designed modular classroom structures should then be built and arranged for optimal energy conservation. These classrooms should appear permanent yet be able to be moved as needed. The "core" should be put to other uses once it has been declared surplus by the Board.

☐ **RECOMMENDATION NO. 58:** The school should be designed to insure that areas which can be used by the community are planned to accommodate a variety of uses without disruption of school activities.

The community school/human resources concept of joint facility use by governmental agencies should be aggressively pursued.

LEASE/PURCHASE FUNDING

☐ **RECOMMENDATION NO. 59:** Build/lease arrangements for building schools should be actively pursued by the Board in order to avoid overcrowding in fast growing west Broward. These arrangements must be mutually beneficial. They must represent a savings to the System by the avoidance of inflated construction and transportation costs. A required purchase threshold based on student attendance must be part of the agreement.

UNCONVENTIONAL FUNDING OPPORTUNITIES

☐ **RECOMMENDATION NO. 60:** A priority list of new facilities and renovation of older facilities should be established. Plans for the higher priority project should be ready for bidding in order to take full advantage of unconventional funding opportunities.

ADMINISTRATIVE COMPLEX

☐ **RECOMMENDATION NO. 61:** Design and construction of an adequate facility to house the central administrative functions of the System should be authorized immediately by the Board.

OTHER FACILITY NEEDS

☐ **RECOMMENDATION NO. 62:** The following facility needs should be promptly addressed:

- A. Accelerated completion of construction and program expansion at Sheridan and Atlantic Vocational Centers;
- B. Acquisition of equipment for the machining trades program through the Defense Industrial Reserves Equipment Program;
- C. Addition of facilities in agribusiness education as needed;
- D. Early completion of the Central Area Vocational Center.

The Department of Education should be urged by the Board to change its policy to permit the use of Federal vocational funds for the building of area vocational-technical centers or otherwise assist in the provision of capital outlay funds.

The proposed vocational-technical training program in television production should be incorporated into the existing ITV operation.

Principals should be required annually to justify their needs for portable classroom facilities.

ENERGY CONSERVATION

☐ **RECOMMENDATION NO. 63:** As many energy-saving features and designs as possible should be incorporated in facilities to be constructed, and the use of paddle fans and solar water heaters and/or retrofit of same should be started in new schools currently under construction.

☐ **RECOMMENDATION NO. 64:** The System should be required to follow the Broward energy conservation program.

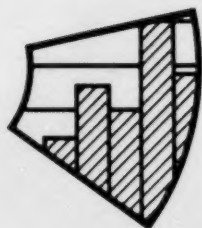
MAINTENANCE

☐ **RECOMMENDATION NO. 65:** All facilities in the System should be inspected on a systematic basis to insure that they meet fire and safety standards.

☐ **RECOMMENDATION NO. 66:** Procedures for monitoring maintenance of school facilities should be enforced and an improved schedule developed for maintenance of school grounds.

SECURITY

☐ **RECOMMENDATION NO. 67:** The on-site trailer program should be expanded to assure twenty-four hour surveillance of schools.



Section VI

Finance and Administrative Services

ACCOUNTING, FINANCE, BUDGETING

☐ **RECOMMENDATION NO. 68:** A permanent business management committee of private business people should be appointed by the Board to assist the Board in financial and administrative matters in noninstructional areas.

☐ **RECOMMENDATION NO. 69:** Personnel policies should be revised to reflect the following business practices:

A. Within policies established by the Board, non-instructional management should have the authority to compensate, terminate, or promote on the basis of contribution and productivity rather than job tenure.

B. Work measurement standards should be developed and used in non-instructional areas to evaluate employee performance and should be one of the primary bases for determining salary increases, promotions, demotions, transfers, and terminations.

☐ **RECOMMENDATION NO. 70:** The budget preparation process should be simplified and regular monitoring of the results improved. The Board should focus on policy and concepts rather than on operational details. Changes in the approved budget (other than designated specific transfers) should require Board approval.

COMPUTER SERVICES

☐ **RECOMMENDATION NO. 71:** New methods for improving communications between the user community and the Data Management Department should be developed and implemented.

☐ **RECOMMENDATION NO. 72:** Long- and short-range plans for Data Management, as adopted by the Director and the Data Processing Steering Committee in March, 1979, should be supported and implemented on an urgent basis.

☐ **RECOMMENDATION NO. 73:** An uninterruptible power support system for the central computer complex should be immediately acquired in order to eliminate disruptions due to power outages.

☐ **RECOMMENDATION NO. 74:** Current systems and operations should be developed to a completely functional level before developing and implementing new programs and systems. Until the department is completely functional, data processing consulting and service organizations should be utilized to implement programs and improvements called for in the March, 1979, plan.

☐ **RECOMMENDATION NO. 75:** Priorities should be established for Vocational-Technical and Adult Education and Inservice Education data processing needs.

☐ **RECOMMENDATION NO. 76:** Salary scales for Data Management personnel should be competitive with salaries in the community to improve the quality of services being provided by the department and to decrease the turnover rate which is unacceptable.

INSURANCE

☐ **RECOMMENDATION NO. 77:** A professional insurance consultant should be engaged at least every 5-6 years to study the adequacy of various coverages and recommend innovative approaches to insurance.

INTERNAL SERVICES

☐ **RECOMMENDATION NO. 78:** A time/cost study of in-house vs. outside printing services should be conducted.

☐ **RECOMMENDATION NO. 79:** Centralization, standardization, and better computer inventory control should be implemented. This should include placing material inventory control under the Director of Internal Services with authority to establish consistent procedures. In the curriculum area, more control over the purchasing of instructional materials should be initiated, particularly in Board-mandated courses.

☐ **RECOMMENDATION NO. 80:** A professional purchasing consultant or similar expert advisor should be retained by the Board. A word processing system in the Purchasing Department should also be considered.

FOOD SERVICES

☐ **RECOMMENDATION NO. 81:** A long-range analysis of the school food service program should be made to include in-house versus contracted services and the time needed for lunch periods.

TRANSPORTATION

☐ **RECOMMENDATION NO. 82:** Management efforts to analyze and deal with transportation problems, particularly in the Vocational and Exceptional Education areas, should be supported. Adequate funding should be provided for a good repair and maintenance program.

☐ **RECOMMENDATION NO. 83:** Funding for new equipment should continue to be a budget line item. Over one third of the bus fleet is over 10 years old, and replacement during the next few years will be significant. As a separate line item, costs can be better identified and not distort regular maintenance and other related transportation costs. All identifiable alternatives, including those of leasing or contracting transportation services, should be examined in relation to cost-effectiveness and availability of capital versus operating funds.



Section VII

Community Resources

INTERAGENCY COORDINATION AND COOPERATION

☐ **RECOMMENDATION NO. 84:** Liaison with governmental and private agencies should be established to identify students' special needs. Necessary human services supports and the full range of ethnic group community resources should be used to meet identified needs.

☐ **RECOMMENDATION NO. 85:** An aggressive program should be pursued by the System through its School Health Advisory Committee to involve private health professionals, pressure the Department of Health and Rehabilitative Services in implementing the School Health Services Act, and enlist volunteer help for training and counseling.

☐ **RECOMMENDATION NO. 86:** A formal communications network should be established between the System and the community. All annual reports and plans should reflect the extent to which community resources have been used.

The formal network should include cooperative written agreements with community agencies and organizations that provide services.

☐ **RECOMMENDATION NO. 87:** Community organizations and agencies should be surveyed to determine awareness and use of System services and resources as well as needs for future use. A directory of System resources and services should be developed and distributed to community representatives. Likewise, with cooperation from the Community Service Council, an inventory of community resources should be compiled and distributed to System personnel through inservice.

☐ **RECOMMENDATION NO. 88:** The continuation of such County-funded programs as Juvenile Restitution, which strengthen the efforts of the Board in handling problems of juvenile delinquents, should be supported.

☐ **RECOMMENDATION NO. 89:** Communication regarding the System's policies should be improved between the Department of Internal Affairs and local police departments.

☐ **RECOMMENDATION NO. 90:** A more effective communication and public relations program with the business and industrial community, particularly small employers, should be developed. The position of Public Information Officer reporting directly to the Superintendent should be strongly supported and be responsible for coordinating a public relations program to include:

- A. Dissemination of news;
- B. Coordination of publicity for special events;
- C. Development of programs to encourage community participation and awareness;
- D. Liaison between the media and the Superintendent and other System administrators;
- E. Cooperation with existing community support groups and trade associations.

COORDINATION WITH COMMUNITY COLLEGES AND AREA UNIVERSITIES

☐ **RECOMMENDATION NO. 91:** Coordination and communication between inservice/Teacher Education Center (T.E.C.) and the community college and participating universities should be improved.

☐ **RECOMMENDATION NO. 92:** The lead role should be taken by the Board in establishing linkage between the Broward County Coordinating Council and diverse community agencies and industries.

☐ **RECOMMENDATION NO. 93:** The Broward County Coordinating Council should be urged by the Board to establish a two-year associate degree in pre-industrial arts at Broward Community College.

COORDINATION WITH PRIVATE SCHOOLS, NURSERY SCHOOLS, AND DAY CARE CENTERS

☐ **RECOMMENDATION NO. 95:** Guidelines to insure broad representation of the community on advisory committees should be adopted by the Board.

☐ **RECOMMENDATION NO. 96:** Organizations of concerned parents and students should be encouraged by the School Board.

A. A student advisory committee made up of one representative from each high school should be created. This committee, through its elected officers, should report to the School Board quarterly.

B. The existing network of advisory, parent, school, and community support groups should be strengthened and encouraged. In addition, the parent advisory council, at each school, should work closely with the principal/administrator, Area Superintendent, and the Superintendent.

The School Board should adopt a system of feedback as to recommendations originating from the various advisory committees and boards and identify specific staff as liaisons with each group.

☐ **RECOMMENDATION NO. 97:** Technical staff support and operational resources should be provided to the District Advisory Committee to include appropriate training for each advisory committee on its role, functions, and responsibilities. This is not intended to preclude similar services to other school based, area based organizations.

COMMUNITY SCHOOLS AND COMMUNITY EDUCATION

☐ **RECOMMENDATION NO. 98:** The Community School concept should be fully implemented by the Board, taking the lead in promoting and implementing the recommendations of the 1979 Governor's Task Force on Community Schools.

☐ **RECOMMENDATION NO. 99:** Objective measures of program needs for community schools should be developed, funding resources pooled, and effective methods of informing the public about opportunities implemented.

☐ **RECOMMENDATION NO. 100:** A mechanism should be established whereby the District Advisory Committee, PTA, and other school support groups could share information and ideas.
